

THE DEVELOPMENT OF EVENING SCHOOLS AND CLASSES
IN KANSAS HIGH SCHOOLS

by

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INTRODUCTION

This thesis is the result of a study to determine the extent, the demand and the need for evening schools and classes in Kansas High Schools.

The demand does not seem as great in Kansas as in the Coastal States, due to the need of Americanization there, due to the greater foreign element.

New York with so much unemployment, and so many people with leisure time, would naturally have a greater demand for evening schools and classes than Kansas, located in the rural center of the United States.

The field is new, and all teachers and administrators are groping about, attempting to find help in solving their problems. To date, little has been published on this subject, probably because the limited experience of school people.¹

England, Germany, France and many European countries have long had evening schools and classes.

Evening schools are designed for people who are employed during the day and who desire to prepare for promotion or who desire to take academic subjects which will enable them to receive high school diplomas, if they have none.

1. Payson-Haley, Adult Education in Homemaking, The Century Company, New York, 1929.

A midwest city of less than 50,000 population has an average annual enrollment of 2500 in evening schools and classes. This shows the need for such work. Many boys who underestimate the value and importance of a high school education would do well to stop to think how much better it is to "make good" while attending high school than to return to attend evening school.¹

Some want to extend their general education and pursue such subjects as literature, languages, civics, etc. In many cities it is possible to obtain a high school diploma, and in some a college degree, by attending evening schools and classes. Others wish courses which will help them to enjoy their leisure time, such as dramatics, music or swimming. Still others attend evening school in order to prepare better for the work they are doing or for the next job ahead, and choose such subjects as drafting, electricity, bookkeeping, etc. All of these reasons are worthy and it is wise to recognize them all in planning one's course over a period of years.²

The American public school system is fast becoming a service institution that provides an opportunity to continue and improve one's preparation in practically any vocation

1. Smith-Blough, Planning a Career. American Book Company, pg. 420.

2. Myers, Little and Robinson, Planning Your Future. McGraw-Hill Book Company, New York, 1930. Pg. 354.

and at any age. Truly, this is a step in the direction of not only meeting the needs of all the children of all the people, but also the needs of those who are beyond the youthful school age.

The evening school courses must be interpreted to the people who are most likely to be interested, such as manufacturing and labor groups, commercial employees and prospective and present homemakers. It may be well to mention that the student in the full-time day schools should be taught to think of evening school as a place to continue his training after he enters upon employment.¹

METHODS AND MATERIALS

A questionnaire was sent to the superintendent of schools of all first and second class cities of Kansas. About twenty-five of these cities operate schools under the supervision of C. M. Miller, State Director of Vocational Education, Topeka, Kansas.

Eighty-five questionnaires were sent and sixty-three answers received. Many reported no evening schools or classes.

1. Patlow, John R., Supervisor of Industrial Education, Lincoln, Nebraska -- Promoting Evening Classes. Ind. Arts, Vol. 18, Oct. '29.

A QUESTIONNAIRE
of
EVENING SCHOOLS AND CLASSES

City _____ Name of person reporting _____

In this school:

- I. When were evening classes first organized?
How many years have evening classes been offered?
- II. Name of courses:
- III. Purpose
- IV. Length of courses:
Time of year offered:
- V. Enrollment:
A. Male
B. Female
- VI. What is your sequence, if any, of courses from year to year?
- VII. Hour of day offered
- VIII. Do last year's pupils come back?
What per cent drop out?
- IX. What are the ages of the pupils?
A. Range
B. Average
- X. What per cent are rural?
- XI. How many have
A. College training? _____
B. High school training? _____
C. Elementary training? _____

Table I. Showing Evening Schools and Attendance

First class cities	Have even- ing school	When or- ganized	Attendance male	Attendance female	Per cent of rural attendance
Atchison	Yes	1928	?	?	
Coffeyville	Yes	1922		Yes	
Fort Scott	No				
Hutchinson	Yes	1926	150	150	2
Kansas City	Yes	1909	1000	1000	Small
Leavenworth	No				
Parsons	Yes	1924	213	276	15 2/3
Pittsburg	Yes	1926	?	?	Small
Salina	Yes	?	17	61	2
Topeka	Yes	1926	657	902	Small
Wichita	Yes	1916	672	561	5
Second class cities					
Abilene	No				
Anthony	No				
Arkansas City	Yes	1923	150	60	5
Baxter Springs					
Belleville	No				
Beloit	No				
Bonner Springs					
Burlingame	No				
Caldwell	No				
Caney	Yes	1928	24	26	0
Cherryvale					
Chetopa					
Chanute	Yes	1928	50	75	?

Table I. Showing Evening Schools and Attendance (continued)

Second class cities	Have even- ing school	When or- ganised	Attendance male	female	Per cent of rural attendance
Clay Center	No				
Columbus	No				
Concordia	No				
Council Grove	No				
El Dorado	Yes	1928	None	11	?
Emporia					
Eureka	No				
Florence	No				
Frederia	No				
Frontenac	No				
Galena					
Garden City					
Garnett	No				
Girard	No				
Goodland	Yes	1931		None	None
Great Bend	No				
Herington	Yes	1924	18	0	1
Harper					
Hays	No				
Hiawatha					
Holsington	No				
Kolton	No				
Horton	Yes	1927	128	20	5
Humboldt	No				
Iola	No				
Kingman	No				
Kinsley	No				
La Harpe	No				

Table I. Showing Evening Schools and Attendance (continued)

Second class cities	Have even- ing school	When or- ganized	Attendance male	Attendance female	Per cent of rural Attendance
Larned	No				
Lawrence	Yes	1924	50	60	5
Liberal	No				
Lindsborg	No				
Lyons	No				
Marion	No				
Marysville	No				
Minneapolis	No				
Mulberry	No				
Newton	Yes	1926	37	53	5
Nickerson	No				
Norton	No				
Olathe					
Osage City	No				
Oswatonia	No				
Osborne	No				
Ottawa	Yes	1924	?	?	?
Paola	No				
Sabetha	No				
Seamon	No				
Seneca	No				
Sterling	No				
Weir					
Wellington	No				
Yates Center	No				

Table II. Showing Length of Course, When Offered, Type and Age of Student

First class cities	Length of course	Time of year	Hour	Do last year's pupils come back	Ages
Atchison	6-10 weeks	Fall, Winter and Spring	Evening	Yes	18 yrs. up
Coffeyville	?	Fall-Spring	7:00-9:00	Yes	30
Hutchinson	24-48 hours	Fall	7-9 P.M.	Yes	35
Kansas City	60 nights	Oct. to Mar.	Evening	Yes	23
Parsons	6-8-12 wks.	Fall-Spring	7:30-9:30	Yes	26 1/4 yrs
Pittsburg	12 weeks	Oct. to Mar.	7-9 P.M.	Yes	37
Salina	10-30 lessons	Oct. to Mar.	7-9 P.M.	Yes	32
Topeka	40 weeks	Oct. to Mar.	5:30-9:30	Yes	44
Wichita	5 months	October	7:00 P.M.	Yes	28
Second class cities					
Arkansas City	12 weeks	Fall-Spring	7-9 P.M.	Yes	39
Cherryvale	30 weeks	Oct. to Apr.	7-9 P.M.	?	30
Chanute	6 weeks	Fall-Spring	7-9 P.M.	Yes	30
El Dorado	10 weeks		4:30-6:30	No	
Goodland	18 weeks	2nd. Semester	7:30 Mt. time	?	25
Herington	16 weeks	Sept. to May	7-9 P.M.	Yes	30
Horton	6 weeks	Oct. to Apr.	7-9 P.M.	Yes	35
Newton	6 weeks	Oct. to Apr.	7-9 P.M.	Yes	35

Table III. Showing Character of Training of Evening Classes

First class cities	College training	High School training	Elementary training	Courses
Atchison				4
Coffeyville	2%	20%	78%	5
Hutchinson	1 out of 300	25	75	25
Kansas City	3%	5	92	43
Parsons	17	39	24	16
Pittsburg	None	50	50	6
Salina				6
Topeka	Small	Don't know	Don't know	48
Wichita	10%	25%	60%	30
Second class cities				
Arkansas City	12	30	50	13
Cherryvale	10	50	40	2
Chanute	Few	25	70	16
El Dorado	Few	Almost all	All	3
Goodland	None	87%	12½	3
Horton	2%	48	50	10
Ottawa				
Herington	None	5	95	9
Lawrence	10%	20	65	11
Newton	6%	41	53	11

A detailed study of Table I shown on page 5 shows nine first class cities having evening schools and two having none, ten second class cities having evening schools, the rest none. These schools were organized from the year beginning 1909 to 1931. Taking the totals of female and male enrollment, they are almost equal. Practically all these cities show a very small per cent of rural attendance, Parsons having the largest, 15 $\frac{2}{3}$ per cent.

Table II shows the length of the courses commonly to be six weeks and offered from October to March or April, in the evening from seven to nine o'clock. Unanimously last year's students attended the next year. The ages averaged about thirty-five years.

Table III tabulates the educational levels of the students of the different schools. Less than 10 per cent have had college training; about 35 per cent high school work and more than 55 per cent elementary schooling. Ten schools offered at least ten different courses.

The questionnaires were not very well filled out as to purpose, courses and number enrolled. Some of the comments from the different cities are offered below:

Hutchinson offers courses for college credit and home-making and trade courses strictly for trade extension and efficiency. They also have commercial courses.

Parsons purpose:

- A. To make better preparation for the work in which they were engaged.
- B. Increase earnings.
- C. Readjustment to meet changes in industry.

Pittsburg. Help each individual to progress and advance in his work. To give a broader outlook on the work each man is doing, to enable him to understand the physical principles employed in his work, to understand and appreciate the safety devices that should be, and are used in his work.

Wichita. Those who took these courses took them for the general knowledge which it gave them. Many have never taken those lines and others have reviewed them. Ambitious people in this day and age wish to advance themselves and for that reason avail themselves of these opportunities and take these various courses.

Primarily they took these courses that they might be able to understand and work out actual life situations much

better, therefore, they would become more enthusiastic and happier besides they would enjoy life better while they lived and no doubt would live longer than if they did not acquire the information extended to them by taking these courses.

Arkansas City. Homemaking classes were taken chiefly to economize on the family budget.

Goodland has just now started an evening school, offering bookkeeping, typewriting, and vocational homemaking.

Lawrence. To secure help in solving questions and problems that arise in their professions or trades or livelihood.

The courses commonly offered are:

1. Home Nursing
2. Show Card Writing
3. Foods
4. Mechanical Drawing
5. Clothing
6. Commercial Courses
7. Auto Mechanics
8. Mathematics
9. Electricity
10. Chemistry for Nurses

EARLY HISTORICAL BACKGROUND

To the present age, evening schools and classes appear to be a new thing but they date back to early colonial days although they were private ventures at that time; they had no curriculum; no uniform fees were charged. The day school buildings were used.

The first evening schools in colonial America were in New Netherland, among Dutch colonists in 1661. In 1668 evening schools were held both winter and summer at Kingston, New York. The first one that appeared in an English colony was in New York in 1690.

Apprentices were sent to evening schools from 6:30 till 8:00 o'clock for three months after Christmas, at first, then all the year round.

In 1753 such schools were opened for young ladies every evening. Some were exclusively for ladies. Reading, writing, arithmetic, ciphering and accounting were the most important subjects taught. Later French, Greek, Latin, music and art were added.¹

America is surpassed by Europe in the establishment of evening schools for adults. Denmark leads.

1. Seybolt, Robert Francis (U. of Ill.) Bulletin No. 24. Bureau of Educ. Research, College of Educ. "The Evening School in Colonial America." 1925.

The first evening school in the United States, for slaves and negroes was established in 1715 on Staten Island, by the society for the Propagation of the Gospel. The first public evening school in the United States was in Louisville, Kentucky in 1843. The first public high school in 1856 was in Cincinnati, Ohio. Originally these evening schools were for boys and girls unable to attend day school, but with better enforcement of compulsory education laws they have developed into English language schools for the foreign born, adult illiterates, also into technical and trade schools.

University extension through evening schools began in America in 1888 under the leadership of Melvil Dewey of New York. According to Sewell, tutor of Exeter College, England, in 1850, "Though it may be impossible to bring the masses to the university, we may carry the university to them."¹

Adult education may be defined as continued education, to teach people to read and write (which was shown very necessary by the revelations of the World War, the terrible illiteracy) and offer instruction supplemental to their

1. Robertson, Florence K. The Historical Development of Evening Schools. School and Society, Vol. 32, Aug. 30, 1930, P. 297.

daily occupation.

Provision was made for instruction to adults at hours other than those of actual work. An agricultural evening school or class is a school or class established and maintained under public supervision or control for the purpose of giving systematic instruction supplemental to the daily employment of the farmer.

A vocational evening class is a class organized to train individuals to earn a living. It must be operated at hours other than those of actual employment.

Evening classes under this definition may be conducted in the day time for workers of night shifts or for those on temporary lay-off because of slack work. "Evening school," then becomes a generic term indicative of kind of work done, rather than of time of day when the class is in session.

LATER DEVELOPMENT IN EVENING SCHOOLS

At the present time we find the greatest number of evening schools in the North Atlantic and Pacific Coast states. Although the South has been behind in its educational system, Arkansas taught 3,000 illiterates in evening schools and classes in 1928, and Louisiana taught 60,000 illiterates in the same year.

A study in 1924 showed that three million adults were enrolled in some kind of adult education in the United States.

Adult education in America is democratic, i. e., for the many rather than the privileged few.¹

Part-time and evening schools rendered a large service during the past few years in supplying effective training for many whose needs were great. There is a growing recognition of the value of evening trade-extension courses for employed persons and of part-time courses for employed young people. There is a tendency to raise the qualifications for teachers of evening classes. In New Jersey the enrollment of building-trades apprentices in evening classes increased from 100, five years ago to 2500 at the present time. Some of the trade organizations pay the necessary enrollment charges of their students.

Practically all of the subjects offered in the New York continuation classes are offered in the evening classes.

Evening schools and classes in New York State in cities with a population of 100,000 or more are required to be in session for at least 100 nights; of 50,000 people, for 75 nights; other cities for 50 nights. In school systems which provide evening instruction in accordance with the State Law, minors between seventeen and twenty-one years of age who are unable to use the English language to a degree of efficiency

1. Robertson, Florence K. The Historical Development of Evening Schools. School and Society, Vol. 32, August 30, 1930, P. 297.

comparable with the abilities required for the completion of the fifth year of the elementary school, and who are not attending the full-time day school, are required to attend evening instruction.¹

Not including workers on the farms, there are about 30 million men and women workers in our country. There are perhaps as many more women and girls who are called upon to follow the trade of homemaking, with its variety of sub-trades -- nursing, cooking, laundry, sewing, etc.

There are about 60 million people who are busy folks day-times, who need help to make them better workers at their trades.

At the end of 1925, there were 81,071 men and 5,469 women in evening schools under the National Act for Vocational Education. In addition, there were 89,431 women enrolled in vocational homemaking classes. This shows the demand for evening instruction.²

Evening schools are now open in either the high school or grade schools of very many cities. They offer courses that fit right into the need of people who are at work during the day.

1. Proffitt, Maris. Bulletin No. 21, 1929. Industrial Educ., 1926-1928.

2. Agricultural Evening Schools. Revised 1930. Bulletin No. 89, Agric. Series No. 17. Federal Board of Vocational Educ., Washington, D. C.

John Russell, who left high school at the end of his second year obtained a position as clerk in the trust department of a Detroit bank. He knew that he might stay in this position for a great many years unless he prepared himself for other opportunities which chance might open. He found that the bank had a school which he could attend. He registered in an evening law school. He began rapidly to learn many things about the work of the trust company. The head of the department, knowing that he was studying, began to consider him a man who would some day be ready for promotion. Pure luck gave him his chance. A man who had been with the company for years and who was considered permanent left to take a position with another company. John was the only clerk in any way prepared for the job and so was given the place. His "lucky" advancement into this position made further promotion much easier.¹

The Scope of Work in Evening Schools in the State of Wisconsin²

Academic
General -- common branches
course, reading, spelling
Language
Mathematics, etc.

1. Lyon, Leverett. Making a Living. Macmillan Company, 1927, P. 23.

2. Fitzpatrick, Edw. A. Adult Education. Wisconsin Educ. Horizon. Vol. 4, No. 2, P. 9.

Commercial
 Art
 Home Economics
 Citizenship
 Civil Service
 Income Tax
 Related trade
 Trade and technical
 Miscellaneous
 First aid
 Gymnasium and physical
 Education
 Music

It has been estimated that the present enrollment of adults in correspondence and extension schools and classes, and in public schools is approximately six million, and that approximately ninety per cent of this enrollment is in vocational subjects.

Teachers of vocational agriculture have a splendid opportunity to take an effective part in this new and rapidly growing field of adult education by offering evening classes in vocational agriculture to adult farmers. Let the farmers know that they can use the local school for a meeting place; let them know that they can have the services of the local agriculture instructor or of some other well qualified man who can lead them in the discussion of their farm problems; let them know that workers in other fields are making progress in this way; and beyond doubt a movement for effective evening class instruction in vocational agriculture will be started.¹

1. Schmidt and Ross. Teaching Evening and Part-time Classes in Vocational Agriculture. Century Co., N. Y., 1931, P. 27.

CHARACTER AND EXTENT

Homemaking adult classes may be planned for the women in rural communities, small towns or large cities. They may be patronized by the rich, the poor or those of average income. They may be designed to help the ignorant and illiterate, or the university graduate; they may be taught in the English language, or a foreign tongue, or they may be made one means for teaching English to those who are not already familiar with it. Any phase of homemaking may be included in the evening program. It may be household mechanics, or the care of children, or laundering, or table service or dressmaking.

Classes are now conducted at any time of the day or evening which the group selects as being the most convenient, every day or once a week. In 1923, eleven states reported no evening school classes in homemaking which were reimbursed from federal funds. In two of these states, evening school programs in homemaking were supported from state funds. Today there are only three states that have no evening program in homemaking, and in one of these a survey of needs for adult classes has been made, resulting in a definite recommendation to the State Board for Vocational Education that such classes be organized.

The four types of evening classes are: (1) Americaniza-

tion work, (2) vocational homemaking, (3) trade-preparatory in homemaking subjects, (4) trade-extension in homemaking subjects.

The first three types are administered under the Vocational Education Act, a bill passed in Congress in 1917, which provided for the expenditure of federal funds to further vocational education.¹

A number of years ago when I (Jno. Wright) was teaching architectural and machine drawing, a young man came into my room at the close of school and said, "I am a boiler maker. I work on a night shift in the Missouri Pacific Round House from 3:00 A. M. to 11:00 P. M. My foreman has just told me he is going to be promoted to another job and that if I knew how to lay off the patterns on boiler plate he could get me promoted to his job. I want that job, but I never took drawing in school, as I never had an opportunity where I went to school. Do you think I could learn how to lay off those patterns if I came up here to your school?"

"Yes, if you are willing to work and if you know the rest of boiler making. I can give you in six or eight weeks the instruction and practice which added to what you already know will enable you to get by, and after you get the job you can keep it up until you are as good as you need to be."

1. Payson-Haley, *Adult Education in Homemaking*. The Century Company, New York, 1929, P. 6-16.

He went to evening school for six weeks. He had a foundation for learning lay-out work for the boilermaker which my other boys who had never worked as architects or as machinists did not have.

One day after he had been in school for nearly eight weeks he came to my desk with his books under his arm and said, "So long, Mr. Wright, I've got to leave you." "What's the matter, are you going to give it up?" "No, I'm not giving it up, I've got the foreman's job. I'll be back later."

Secretary Davis says, "When I was a boy I got to night school after a hard day in the mills. We were huddled together in an old company house. It was a rough place and yet that place had magic in it. Why? Because even in that crude schoolroom opportunity was there. We saw shining before us the light of education. We forgot the walls about us. Now I would like to know whether all of these evening schools are in the cities?" "No, many of them are in the country high schools where 50,000 farmers are learning how to carry on the business of farming to a better advantage; and 100,000 girls and women are attending evening schools in homemaking."¹

The evening school student has three things in common:

¹ I. Davis-Wright. You and Your Job. Jno. Wiley and Sons, Inc., New York, 1930, P. 97.

physical maturity; mental maturity; and previous experience as wage earners in rising skill and knowledge to accomplish things on the job. He has learned to think as a man thinks, has a wider range of interests, objectives, ambitions, and responsibilities. He can walk out of school when he does not get what he wants. He wants plain facts with no frills and he wants these in his own trade terms. The school cannot dictate to him. Every evening school will have wage earners with a wide range of native ability or intrinsic intelligence. The one thing they have in common: the ability to hold down some job in business. Some of them have had little more than an eighth grade education, some less, some have had high school. A great bulk is made up of workmen who left school early, as soon as the law permitted, to enter employment. One thing they have in common: enough previous schooling to meet the requirements of some occupation in the business. When the evening student enrolls he is interested in general education; not degrees or credits. He requires a good teacher. Usually he is tired after a day's work, has to travel quite a distance, has a family, usually a small income, not always regularly employed; so he is making sacrifices. There are other things he would like to do. Sometimes the small fee is a sacrifice, therefore the school should:

1. Offer its customers what they want.

2. Promote an increased demand for what it offers.
3. Render a satisfactory service to customers.
4. Do all this at the least cost in time, effort and money consistent with the successful operation of the business.¹

Cora Wilson Stewart writes in *The Kansas Teacher* for April 1931, "Give a man the alphabet and there may be no limit to what he may accomplish." One woman in a western state who learned to read and write at the age of fifty was knocking at the doors of a university when she reached sixty. She had completed the elementary and high school courses and had done sufficient college work to admit her to a university.

Another, an illiterate -- a laborer -- found his opportunity in a night school for loggers which a teacher started in the woods near a log camp. He was simply an indifferent pupil and dropped out of school after the first week. To quote his own words, "All that I did was to figure on the blackboard a little during the week, and the teacher may have thought that he failed with me, but he touched something in me and I was never satisfied until I entered school six months later. I did not stop until I got my master's degree and shall go on now until I get my doctor's." This man became the head of a department of psychology in a southern college.

1. Prosser-Bass. *The Evening Industrial School. Adult Education.* The Century Company, New York, 1930. Chap. 1-5.

The students vary in ages from 17 to 70, average about 27½ years. The adult college student differs from the regular full-time college student, he wears a hat, he does not wear a coon-skin coat, he wears garters to keep up his socks. One of his finest qualities is deep appreciation of his instructor, if the man "knows his stuff", he is ambitious to come when he has family ties and social obligations to meet.

A professor of sociology said, "I get a great kick out of my evening class. I've negroes, whites, Jews, Catholics, settlement workers, ministers, court officials and others who know their cases. Showing the experience and knowledge beyond the day time student."

A young fellow, a reporter on one of our local papers, came in to ask about organic chemistry and one or two other subjects that he lacked in order to get into medical school. We chatted, "When were you busted out of college for failing in your studies?" He grinned and told his story, a common one - too much undergraduate social life, undue interest in athletics, warning, dismissal, relinquishment of long cherished plans, a job, remorse - . In conclusion he said, "I've learned my lesson. I'll hold my job and complete these courses in the university evening classes. Then I'll go to medical school and, by George, I'll make a better doctor than if I had gone straight through." And I am inclined to

think he was right.

The evening school is simply making people over. Some waste their time, but they are meeting fine people and would be spending that time and money some more foolish place.

There are many problems in this adult education program. Few of our textbooks are written for the adult mind and instructors are too prone to use methods that they have been using on adolescents.

Our problem is to expand his narrow vocational program into a liberal educational one. A liberal program must be offered. The teacher must not be too strict, the pupil will quit, he has already done a day's work when he comes.¹

PRESENT TRENDS OF PROBABLE FUTURE DEVELOPMENT

The possibilities of the evening school program are manifold. Community satisfaction will more than compensate for the trouble it takes to launch it. Evening school work will benefit the regular public school classes by serving to acquaint patrons with the work of the school and by helping the home economics teacher to know the mothers and to understand home conditions better.

Work with adults is strictly vocational in nature; there is immediate value from the work taught. It is vital,

1. Marsh, C. S. Mazda and Minerva Century, April 1930 No. 120 P.219-26. The Pillar of Fire by Night.

definite and produces concrete results. The pupil's response is immediate and the effectiveness of the teaching may be measured at once. The attitude of the class is an inspiration to a teacher.

Dr. Thorndike experimented for two years with two groups of adults, one averaging forty-two years of age, the other twenty-two and both were compared with a group of children. Both groups of adults learned more rapidly than the children, and the older group learned almost as rapidly as the younger. The conclusion reached was that no one under fifty should be deterred from trying to learn something new by the fear of being too old, and that even after fifty the decline in ability to learn is so slow that the attempt to learn is still worth while. A person learns more rapidly when face to face with a problem than if the learning takes place before the problem arises.

Many ambitious men and women have been forced to stop school before they felt that their education had been completed. More and more it is accepted that one's education is never finished. Men and women are asking that classes be organized to meet their needs and the public schools throughout the country are accepting this responsibility. The evening class program is planned to promote better homemaking by meeting the specific needs of any or all groups of women within the community.

Miss Haley tells of an evening sewing class that was well advertised. When a large group of women arrived on the first night, it took but little questioning on the part of the teacher to find out that these people were not in the least interested in clothing construction. What they really wanted to learn was how to clothe a family for the least amount of money, and if this meant making clothes at home, they wanted to know how to do it without spending much time and how to avoid the "homemade" look. Accordingly, the lessons were organized into talks and demonstrations by the teacher. The class had practically 100 per cent attendance and the interest ran so high that all those who from necessity missed a lesson took the trouble to make it up later.¹

America has long stood tenth from the top of the list in the illiteracy rating. About six per cent of our American citizens were unable to read or write, as compared with only .05 per cent of German citizens in a like unfortunate condition.

Cora Wilson Stewart saw the needs of the rural people of Rowan County, Kentucky, so she started the first "Moonlight School" in rural districts in 1911. There were mothers who could not write to children grown and living in

1. Brown-Haley. The Teaching of Home Economics. Houghton Mifflin Company, New York, 1928. Chap. 9, P.150-160.

other states - mothers who could not read the letters they received and who walked miles to bring those letters to "Miss Cora" to open and answer for them. There were middle-aged men who would "give anything" to be able to read a newspaper. There were young men laboring on the mountain farms or trapping animals for distant markets who came to her to write the letters necessary to carry on business transactions. Many of Rowan county's common schools were of recent origin, and numbers of persons from eighteen to twenty years old had had no opportunity to attend one during earlier years.

The county teachers all helped Mrs. Stewart. It was thought that perhaps about three hundred adults might be enrolled for a short session of classes in reading and writing to be held during the moonlight nights of the fall and winter months. The roads would be too difficult to travel "in the dark of the moon." But more than four times that number turned out on the night the first class was opened. Practically the complete roll of the illiterate of Rowan county!

By the third year, classes were established all over Kentucky and in many sections of Tennessee, Alabama, South Carolina and other states.

The Rowan county teachers found that some special equipment, quite different from that used in teaching

children, would be needed for the work with adult pupils. It isn't good psychology to teach a grown person to read from a primer that tells of kittens and dollies, however interesting as such stories may be to the six-year-old. So Cora Wilson Stewart wrote and published a set of readers especially adapted to the mountain adult schools.

From the first, practically all workers volunteered and served without pay. There was never enough money. Then, about a year ago Julius Rosenwald became interested and appropriated \$200,000 to advance the work.

Mrs. Stewart is now designated director of the National Illiteracy Commission.

Georgia enrolled and taught 40,848 adults. Alabama taught 41,726, South Carolina taught 49,145 and Louisiana taught 108,351. In these four states alone, 240,070 illiterates were taught to read and write.¹

1. Benschoten, J. A. Just to Read and Write! World's Work, Vol. 59, No. 12, December 1930.

The night life of our cities is changing. Yearly more thousands turn from the theaters to classrooms. The worker, by day is becoming the student by night. Many are not working for degrees. "The time has passed when it was considered that education could properly end when one entered upon the serious responsibilities of life." Credit is given toward degrees, the curriculum is as closely supervised as in the day courses and the same instructors teach the night classes.

New York City has the largest night student body, with Chicago a close second. Boston has completed its sixteenth year with some 3500 students. In New York City, night classes outnumber the theaters. A large part of the evening crowds that throng the street cars, subways and the elevated lines, is converging on one or another of the centers of education. Other thousands are seeking knowledge over the radio, such instruction being provided by New York University and College of the City of New York. Many others study at home by such methods as that furnished by Columbia University.

The trend seems to go from vocational and commercial to art and literature.¹

1. Going to College at Night. Review of Reviews. May 1929, P. 90-92.

The cost of evening schools and classes is small, usually from two to five dollars per pupil, if he attends 75 per cent of the classes he receives a refund. The teacher usually gets two dollars an hour from State and Federal governments.

Your community will spend part of its time and money for movies, auto riding, pool, dances, if it does not spend its time in evening school. Every time your citizens buy gasoline or tickets to the movies, most of the money goes out of town. Attendance in evening classes is the cheapest and at the same time, the most profitable amusement in the world to-day. It swells the saving bank account. This statement came from a man who knows: "The man or woman in industry pays for his own supervision. He pays his proportion of the foreman's salary. If he learns his job through short unit courses in the evening school, he automatically receives more money - some that he was formerly contributing toward the foreman's salary."

We are going to see the day when in towns and cities of Kansas, evening school attendance will become a community habit.

Detroit had evening classes, it has jumped to fourth city and motor center of the world.¹

1. Agricultural Evening Schools. Revised 1930.
Bulletin No. 89. Agricultural Series No. 17.

Evening schools are less expensive than day schools. Four years of high school and four years at a state university cost a public tax of \$3,069., while night school for eight years only amounts to about \$80. Since there are more who cannot go to day school, evening schools should strongly be advocated.¹

People have more leisure time on account of machinery and improved organization of business and the shortened work day and week, the evening schools and classes are a good place to spend this leisure, also it would prevent pessimistic and uninteresting old age, and also reduce illiteracy.

Superintendents of city schools are discovering that evening schools and classes have a decided wholesome effect not only upon the attitude of the children of parents who attend them but upon the attitude of large groups of adults, as most adults who attend evening schools belong to various organizations which are led through their influence to support the school program.²

The vocational agricultural group comprises adult farmers over 21 years of age, established in farming, who pursue short and intensive units of organized and systematic

1. Need for Evening Schools - Monthly Labor Review Vol. 28, January 1929, P. 99-101

2. Bulletin No. 23, 1929. L. R. Alderman. Adult Education Activities During the Biennium. 1926-1928.

instruction in agriculture for a minimum of ten sessions devoted to one work, which will supplement their daily employment, and who do at least six months directed or supervised practice in agriculture. The purpose of this work is to offer adult farmers any assistance which will improve or promote their efficiency in any respect of their farming business.

1. Teaching evening classes gives the vocational agriculture instructor one of the best opportunities to become personally acquainted with farmers in the community.

2. Acquaints teachers with the farming problems in the community.

3. Develops better cooperation with their boys on the part of the parents in the home project work.

4. Brings taxpayers into direct contact with the school system.¹

Since evening school instruction is on a voluntary basis, it naturally requires promoting activities of various kinds, (1) personal contacts, (2) advertising, (3) efficient instruction.

Satisfied students furnish one of the best means of promotion. They have personally experienced that efficient

1. Schmidt-Ross. Teaching Evening and Part-Time Classes in Vocational Agriculture. The Century Company, New York, 1931.

instruction has helped them in doing a better piece of work on the job.

The success of an evening school program is measured not only in terms of the service rendered to those who take up short unit courses for one term, but rather by the number that continue to take additional courses year after year.¹

According to Mr. L. B. Pollom, State Supervisor of Agriculture, Topeka, Kansas, there are about twenty evening schools in agriculture in Kansas high schools in rural environments, that are not included in the data obtained from first and second class cities of Kansas. These classes average twenty adult farmers, the range being ten to forty-eight. The conference method is used and problems are discussed. One enterprise consists of ten lessons, such jobs as pork production, controlling diseases, feeding, marketing, soil production or fertility, are taken up. Each farmer agrees to carry out at least one practice recommended in the conference, such as raising hogs on a clean field.

Sometimes the vocational agricultural instructor hesitates to meet the best farmers in the community. Through the class projects, the sons of the farmers show how much they are getting at day school, the fathers become interested, and the instructor scores with them.

1. Patlow, John R. Promoting Evening Classes. Ind. Arts. Vol. 18, No. 10. October 1929.

Some of these agricultural evening schools are found at Colby, Fairview, Hill City and Washington, Kansas.

Since money is already spent for equipment, laboratories, buildings and teachers for the day schools, why not let the adults get the use of them?

Vocation classes are not urged upon schools because the funds are scarce. There is never enough money for reimbursement.

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